

<b>Strand 3: Writing Applications, Concept 1: Expressive:</b> expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.	
<b>Kindergarten through High School</b> <i>NOTE:</i> While each grade has specific performance objectives, Strand 3, Concept 1 performance objectives, regardless of grade level, can be explored and supported with the following suggested Artist Teacher Institute Activities:	
Dance Activities	<i>Movement Web; Character Pathway Dances; Moving Image With Text; Exploring Text Through Dance; Cinquain Poems</i>
Theatre Activities	<i>Plot Circle; What Can I Do; What If A __ Could Talk; 4 Images; Context Tableaux; Character Tableaux With Movement; Open Scenes; Say It Like</i>
<b>Examples of Dance Standards</b> addressed within the above activities - also see the listing of fundamental Dance Standards:	
<b>Create: Fundamental Movement Patterns: 104</b> “Identify and demonstrate basic fundamental movement patterns . . .”	<b>Create: Improvisational Strategies: 201</b> “Identify and apply more advanced improvisational strategies.”
<b>Relate: Relating Dance and Literacy: 101</b> “Use movement to express images, ideas, situations, and feelings from text.”	<b>Relate: Using Movement With Other Disciplines: 301</b> “Create a thematic movement phrase to express ideas, concepts and images found in other disciplines.”
<b>Evaluate: Communicating Meaning: 103</b> “Discuss how movement can be used to communicate main ideas, themes or feelings.”	<b>Evaluate: Personal Interpretation: 205</b> “Explain your reaction to a dance and identify how your personal experiences lead you to a response.”
<b>Examples of Theatre Standards</b> addressed within the above activities - also see the listing of fundamental Theatre Standards:	
<b>Create: Collaboration: 204</b> “Collaborate in informal performances”	<b>Create: Playwriting 104</b> “Create original, brief stories through improvisation that include a story line [and characters].”
<b>Relate: Acting: 102</b> “Describe how place and time affect characters and story in class improvisations . . .”	<b>Relate: Directing: 101</b> “Identify and explain the influence of time and place (history and environment) on the characters and the story to be dramatized.”
<b>Evaluate: Acting: 301:</b> “Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate and insightful to use for further development of the work.”	<b>Evaluate: Playwriting: 102</b> “Recall and evaluate the character’s actions in a class improvisation or performance.”

<b>Strand 3: Writing Applications, Concept 2: Expository:</b> expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.		
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
PO 1. Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.	PO 1. Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.	PO 1. Write expository texts (e.g., labels, lists, observations, journals).
<b>Grades 3, 4, and 5</b>		
PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.	PO 2. Write an expository paragraph that contains: a. a topic sentence b. supporting details c. relevant information	PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).
<b>Grades 6, 7, and 8</b>		
PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.	PO 2. Write a summary based on the information gathered that include(s): a. a topic sentence b. supporting details c. relevant information	PO 3. Write a process essay that includes: a. a thesis statement b. supporting details c. introductory, body, and concluding paragraphs
Suggested Artist Teacher Institute Activities - see the listing of fundamental Dance and Theatre Standards for standards addressed		
Dance Activities	<i>Sitting Shapes/Move To 8; See Me, Be Me; Quadrants; Movement Web; Visual Line Dances</i>	
Theatre Activities	<i>Build and Break; Plot Circle; 4 Images, Context Tableaux, Machine</i>	
<b>Examples of Dance Standards</b> to integrate with expository writing activities:		
<b>Create: Choreographic Process: 404</b> “Research and compare the choreographic processes/devices of two or more choreographers.”	<b>Create: Technology: 408</b> “ Use the internet to research a choreographer and identify movement signature.”	
<b>Relate: Relating History and Development of Dance Forms: 101</b> “Identify the origins of various dance forms and the individuals who helped develop them.”	<b>Relate: Cultural Dances: 401</b> “Research and create a movement phrase/dance that is influenced by social/cultural dance styles.”	
<b>Evaluate: Communicating Meaning: 203</b> “Interpret how the elements of dance and choreographic strategies can be used to communicate meaning in dance.”	<b>Evaluate: Personal Interpretation: 405</b> “Analyze how differing experiences influence how people interpret dance.”	
<b>Examples of Theatre Standards</b> to integrate with expository writing activities:		
<b>Create: Acting: 104</b> “Describe or illustrate recalled sensory experiences.”	<b>Create: Directing: 201</b> “Analyze dramatic text to develop an informal performance describing character motivations . . .”	

<b>Relate: Acting: 203</b> “Analyze the emotional and social impact (historical and contemporary) of performance in their lives and the lives of others.”	<b>Relate: Theatre Technology and Design: 102</b> ” Identify and explain the historical and cultural influences on the visual/aural elements from a variety of works for dramatizations.”
<b>Evaluate: Playwriting: 205</b> “Use developed criteria to interpret dramatic text and performances in an organized oral or written presentation.”	<b>Evaluate: Directing: 306</b> “Analyze the development of dramatic forms . . . and report in an organized oral or written presentation.”

**Strand 3: Writing Applications, Concept 2: Expository:** expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

**High School: Grade 9**

PO 1. Write an explanatory, multi-paragraph essay that:

- a. includes background information to establish the thesis (hypothesis, essential question), as appropriate
- b. states a thesis (hypothesis, essential question) with a narrow focus
- c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons
- d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate
- e. attributes sources of information as appropriate
- f. includes a topic sentence for each body paragraph
- g. includes relevant factors and variables that need to be considered
- h. includes visual aids to organize and record information on charts, data tables, maps, and graphs, as appropriate
- i. includes an effective conclusion

Example: Write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions.

**High School: Grade 10**

PO 1. Write an explanatory, multi-paragraph essay that:

- a. includes background information to establish the thesis (hypothesis, essential question), as appropriate
- b. states a thesis (hypothesis, essential question) with a narrow focus
- c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons
- d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate
- e. attributes sources of information, as appropriate
- f. includes a topic sentence for each body paragraph
- g. includes relevant factors and variables that need to be considered
- h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate
- i. includes an effective conclusion

Example: Discuss three reasons why the bombing of Hiroshima was a controversial act.

**High School: Grade 11**

PO 1. Write a multi-paragraph essay (e.g., compare/contrast, cause/effect, process) that:

- a. includes background information to establish the thesis (hypothesis, essential question), as appropriate
- b. states a thesis (hypothesis, essential question) with a narrow focus
- c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons
- d. communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate
- e. attributes sources of information, as appropriate
- f. includes a topic sentence for each body paragraph
- g. includes relevant factors and variables that need to be considered
- h. includes visual aids to organize and record information on charts, data tables, maps, and graphs, as appropriate
- i. includes an effective conclusion

Example: Compose an essay on Alexis de Tocqueville's 1830s observations on American political and social life. Examine other historical documents to determine how accurate the de Tocqueville's analysis was, and how his views of society reflect the United States today.

<b>High School: Grade 12</b>	
PO 1. Write a multi-paragraph essay (e.g., analysis, deduction/induction, problem/solution, extended definition) that: <ol style="list-style-type: none"> <li>includes background information to set up the thesis (hypothesis, essential question), as appropriate</li> <li>states a thesis (hypothesis, essential question) with a narrow focus</li> <li>includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons</li> <li>communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate</li> <li>attributes sources of information as appropriate</li> <li>includes a topic sentence for each body paragraph</li> <li>includes relevant factors and variables that need to be considered</li> <li>includes visual aids to organize and record information on charts, data tables, maps, and graphs, as appropriate</li> <li>includes an effective conclusion</li> </ol> Example: Compose an essay explaining how your school's service learning program has identified and addressed a community problem.	
<b>Suggested Artist Teacher Institute Activities</b> - see the listing of fundamental Dance and Theatre Standards for standards addressed	
<b>Dance Activities</b>	<i>Sitting Shapes/Move To 8; See Me, Be Me; Quadrants; Movement Web; Visual Line Dances; Draft and Revision: Text and Dance; Exploring Text Through Dance</i>
<b>Theatre Activities</b>	<i>Build and Break; Plot Circle; 4 Images, Context Tableaux, Character Tableaux With Movement; Machine</i>
<b>Examples of Dance Standards</b> to integrate with expository writing activities:	
<b>Create: Choreographic Process: 404</b> "Research and compare the choreographic processes/devices of two or more choreographers."	<b>Create: Technology: 408</b> "Use the internet to research a choreographer and identify movement signature."
<b>Relate: Relating Dance Forms/History: 101</b> "Identify the origins of various dance forms and the individuals who helped develop them."	<b>Relate: Meaning of Cultural Dances: 302</b> "Describe how dances from a variety of cultures reflect the values and beliefs of the culture."
<b>Evaluate: Personal Interpretation: 305</b> "Observe a dance and discuss differing interpretations and reactions to that dance."	<b>Evaluate: Personal Interpretation: 405</b> "Analyze how differing experiences influence how people interpret dance."
<b>Examples of Theatre Standards</b> to integrate with expository writing activities:	
<b>Create: Directing: 201</b> "Analyze dramatic text to develop an informal performance describing character motivations . . ."	<b>Create: Playwriting: 302</b> "Write and revise a script based on real life characters and situations that demonstrate an understanding of play structure."
<b>Relate: Acting: 302</b> "Analyze the effect of theatre and media on the mores and politics of current and past cultures."	<b>Relate: Theatre Technology and Design: 202</b> "Compare and contrast how nature, social life, and visual art practices and products influences and affects design choices for theatre . . ."
<b>Evaluate: Acting: 203</b> "Evaluate a role by responding and deconstructing deeper meaning of the text and character."	<b>Evaluate: Directing: 305</b> "Identify and explain symbols and deconstruct social and literary illusions in text . . ."

<b>Strand 3: Writing Applications, Concept 3: Functional:</b> functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.		
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
PO 1. Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables). (See R00-S3C2; M00-S2C1) PO 2. Participate in writing communications, with teacher as scribe, including: <div>friendly letters</div> <div>thank-you notes</div>	PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables). (See R01-S3C2; M01-S2C1) PO 2. Participate in writing communications, with teacher as scribe, including: <div>friendly letters</div> <div>thank-you notes</div>	PO 1. Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables). (See R02-S3C2; M02-S2C1) PO 2. Write communications, including: <div>friendly letters</div> <div>thank-you notes</div>
<b>Grades 3 through 8</b>		
PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables). (See R03-S3C2; M03-S2C1)	PO 2. Write communications, including: <div>a. thank-you notes</div> <div>b. friendly letters</div> <div>c. formal letters</div> <div>d. messages</div> <div>e. invitations</div>	PO 3. Address an envelope for correspondence that includes: <div>a. an appropriate return address</div> <div>b. an appropriate recipient address</div>
Dance Activities	<i>Follow Me/Match Me; Quadrants; Movement Web; Visual Line Dances</i>	
Theatre Activities	<i>Gesture Circle; 4 Images; Machine; Spelling Machine; Say It Like</i>	
<b>Examples of Dance Standards</b> addressed within the above activities - also see the listing of fundamental Dance Standards:		
<b>Create: Axial and Locomotor Combinations: 203</b> “Perform more complex combinations which require increased motor memory and coordination.”		<b>Create: Time: Rhythm: 103</b> “Demonstrate moving in relation to and coordination with changes in rhythms and meters.”
<b>Relate: Relating Dance and Music: 101/201</b> “Identify and explore (discussion, body percussion, locomotors . . .) the tempo and meter and/or rhythmic structure of various music examples.”		<b>Relate: Relating Dance and Music: 302</b> “Create a dance phrase which mirrors and/or contrasts a given piece of music.”
<b>Evaluate: Dance Terminology: 101</b> “After observing a brief movement study, use dance terminology to identify the movements and/or elements of dance being used.”		<b>Evaluate: Communicate Meaning: 203</b> “Interpret how the elements of dance and choreographic strategies can be used to communicate meaning in dance.”
<b>Examples of Theatre Standards</b> addressed within the above activities - also see the listing of fundamental Theatre Standards:		
<b>Create: Playwriting: 103</b> “Improvise by imitating life experiences, knowledge of literature . . .”		<b>Create: Directing: 102</b> “Demonstrate leadership skills in small group work.”
<b>Relate: Acting: 207</b> “Explain how one’s own behavior might change in response to a performance ( . . . friendship or family relationships).”		<b>Relate: Directing: 203</b> “Analyze the effects of their own cultural experiences on their dramatic work.”

Arizona Department of Education

Writing Standard Strand 3: Approved 6/28/2004

Dance and Theatre Standards: Approved 4/28/97 Updated 6/26/06

<b>Evaluate: Acting: 301:</b> “Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate and insightful to use for further development of the work.”	<b>Evaluate: Playwriting: 105</b> “Identify and describe the characters, environment and story elements in a variety of written and performed events.”
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<b>Strand 3: Writing Applications, Concept 3: Functional:</b> functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.	
<b>High School: Grade 9</b>	
<p>PO 1. Write a business letter that:</p> <ul style="list-style-type: none"> <li>a. presents information purposefully and succinctly to meet the needs of the intended audience</li> <li>b. follows a conventional business letter format (e.g., block, modified block, email)</li> </ul> <p>Example: Write a letter of complaint expressing a consumer problem you've experienced.</p> <p>PO 2. Address an envelope for correspondence that includes:</p> <ul style="list-style-type: none"> <li>a. an appropriate return address</li> <li>b. an appropriate recipient address</li> </ul>	
<b>High School: Grade 10</b>	
<p>PO 1. Write a business letter and/or memo that:</p> <ul style="list-style-type: none"> <li>a. presents information purposefully and succinctly to meet the needs of the intended audience</li> <li>b. follows a conventional format (e.g., block, modified block, memo, email)</li> </ul> <p>Example: Write a letter requesting an informational interview with a person in a career area that interests you.</p> <p>PO 2. Address an envelope for correspondence that includes:</p> <ul style="list-style-type: none"> <li>a. an appropriate return address</li> <li>b. an appropriate recipient address</li> </ul>	
<b>High School: Grade 11</b>	
<p>PO 1. Write a work-related document (e.g., application, minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation, technical manual) that:</p> <ul style="list-style-type: none"> <li>a. presents information purposefully and succinctly to meet the needs of the intended audience</li> <li>b. follows a conventional format</li> </ul> <p>Example: Complete a job application form for a part-time job and attach a memorandum outlining the particular skills you have that fit the job description. (See R11-S3C2)</p>	
<b>High School: Grade 12</b>	
<p>PO 1. Write a work-related document (e.g., resume, application essay, minutes, memo, cover letter, speaker introduction, letter of recommendation, technical manual) that:</p> <ul style="list-style-type: none"> <li>a. presents information purposefully and succinctly to meet the needs of the intended audience</li> <li>b. follows a conventional format</li> </ul> <p>Example: Write a resume outlining job experience, extra-curricular activities and other skills, formatted for the intended audience. (See R12-S3C2)</p>	
Dance Activities	<i>Movement Web; Problem Solving Through Movement; Draft and Revision: Text and Dance</i>
Theatre Activities	<i>Machine, Spelling Machine, Say It Like</i>
<b>Examples of Dance Standards</b> addressed within the above activities and to integrate with functional writing activities - also see the listing of fundamental Dance Standards:	
<b>Create: Axial and Locomotor Combinations: 203</b> "Perform more	<b>Create: Time: Rhythm: 103</b> "Demonstrate moving in relation to



complex combinations which require increased motor memory and coordination.”	and coordination with changes in rhythms and meters.”
<b>Relate: Relating Dance and Literacy: 101</b> “Use movement to express images, ideas, situations, and feelings from text.”	<b>Relate: Relating Dance with Other Disciplines: 103:</b> “Identify possible career opportunities in dance.”
<b>Evaluate: Dance Terminology: 101</b> “After observing a brief movement study, use dance terminology to identify the movements and/or elements of dance being used.”	<b>Evaluate: Communicating Meaning: 203</b> “Interpret how the elements of dance and choreographic strategies can be used to communicate meaning in dance.”
<b>Examples of Theatre Standards</b> addressed within the above activities and to integrate with functional writing activities - also see the listing of fundamental Theatre Standards:	
<b>Create: Playwriting: 103</b> “Improvise by imitating life experiences, knowledge of literature . . .”	<b>Create: Directing: 102</b> “Demonstrate leadership skills in small group work.”
<b>Relate: Acting: 305</b> “Research, analyze and present career options in theatre, film and/or other media.”	<b>Relate: Acting: 207</b> “Explain how one’s own behavior might change in response to a performance (. . . friendship or family relationships).”
<b>Evaluate: Theatre Technology and Design: 309</b> “Assess the different careers and evaluate the probability of personal choice as a professional in theatre . . .”	<b>Evaluate: Playwriting: 105</b> “Identify and describe the characters, environment and story elements in a variety of written and performed events.”

**Strand 3: Writing Applications, Concept 4: Persuasive** (*addressed only in Grades 3 through High School*): persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

### **Grades 3 through 5**

PO 1. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader. (See R03-S3C3)

### **Grades 6 through 8**

PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that:

- a. establishes and develops a controlling idea
- b. supports arguments with detailed evidence
- c. includes persuasive techniques
- d. excludes irrelevant information
- e. attributes sources of information when appropriate (See R07-S3C3)

### **High School: Grade 9**

PO 1. Write a persuasive composition (e.g., business letter, essay) that:

- a. states a position or claim
- b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals
- c. attributes sources of information when appropriate
- d. structures ideas
- e. addresses the reader's concerns

Example: Write a letter to the principal to persuade him/her to support your views on some educational policy (e.g., open campus, cheating, year-round school, scheduling)

### **High School: Grade 10**

PO 1. Write a persuasive composition (e.g., business letter, essay, letter to the editor) that:

- a. states a position or claim
- b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals
- c. attributes sources of information when appropriate
- d. structures ideas
- e. addresses the reader's concerns

Example: Write a letter to a television network to persuade the network to keep a program on the air despite low ratings.

### **High School: Grade 11**

PO 1. Write a persuasive composition (e.g., speech, editorial, letter to the editor, public service announcement) that:

- a. states a position or claim
- b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals
- c. attributes sources of information when appropriate
- d. structures ideas
- e. acknowledges and refutes opposing arguments

Example: Write a letter to the editor about a community issue (e.g., teen curfew laws, racial profiling, affirmative action).

### **High School: Grade 12**

PO 1. Write a persuasive composition (e.g., speech, editorial, letter to the editor, public service announcement) that:

a. states a position or claim b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals c. attributes sources of information when appropriate d. structures ideas e. acknowledges and refutes opposing arguments	
Example: Write a public service announcement persuading citizens to vote. (See R12-S3C3)	
Dance Activities	<i>Movement Web; Addition Pattern Phrases; Exploring Text Through Dance</i>
Theatre Activities	<i>Build and Break; What Can I Do; Plot Circle; 4 Images; Say It Like</i>
<b>Examples of Dance Standards</b> addressed within the above activities - also see the listing of fundamental Dance Standards:	
<b>Create: Focus and Concentration: 101</b> “Identify and demonstrate concentration and focus in dance.”	<b>Create: Kinesthetic and Spatial Awareness: 202</b> “Demonstrate appropriate kinesthetic awareness while performing alone or with a group.”
<b>Relate: Relating Dance and Literacy: 101</b> “Use movement to express images, ideas, situations, and feelings from text.”	<b>Relate: Using Movement With Other Disciplines: 301</b> “Create a thematic movement phrase to express ideas, concepts and images found in other disciplines.”
<b>Evaluate: Communicating Meaning: 103</b> “Discuss how movement can be used to communicate main ideas, themes or feelings.”	<b>Evaluate: Personal Interpretation: 205</b> “Explain your reaction to a dance and identify how your personal experiences lead you to a response.”
<b>Examples of Theatre Standards</b> addressed within the above activities - also see the listing of fundamental Theatre Standards:	
<b>Create: Acting: 202</b> “Demonstrate mental and physical attributes required to communicate characters different than themselves . . .”	<b>Create: Playwriting: 103</b> “Improvise by imitating life experiences, knowledge of literature . . .”
<b>Relate: Acting: 207</b> “Explain how one’s own behavior might change in response to a performance (. . . friendship or family relationships).”	<b>Relate: Directing: 202</b> “Present selected information from research to the ensemble to support the production process.”
<b>Evaluate: Acting: 301:</b> “Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate and insightful to use for further development of the work.”	<b>Evaluate: Directing: 103</b> “Identify and describe the characters, environment and story elements in a variety of written and performed events.”

<b>Strand 3: Writing Applications, Concept 5: Literary Response:</b> literary response is the writer’s reaction to a literary selection. The response includes the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.	
<b>Kindergarten through High School</b> NOTE: While each grade has specific performance objectives, Strand 3, Concept 5 performance objectives, regardless of grade level, can be explored and supported with the following suggested Artist Teacher Institute Activities:	
Dance Activities	<i>See Me, Be Me; Quadrants, Problem Solving Through Movement, Sequence Patterns: Patterns Taking Shape; Character Pathway Dances: Moving Image With Text, Exploring Text Through Dance</i>
Theatre Activities	<i>Build and Break; Mirrors; Plot Circle, 4 images; Context Tableaux; Character Tableaux With Movement; Luanne’s Auction; Machine</i>
<b>Examples of Dance Standards</b> addressed within the above activities - also see the listing of fundamental Dance Standards:	
<b>Create: Dynamic Alignment: 203</b> “Demonstrate dynamic alignment through extended, more complex movement combinations and varying dance styles.”	<b>Create: Axial and Locomotor Combinations: 203</b> “Perform more complex combinations which require increased motor memory and coordination.”
<b>Relate: Using Text To Create Movement: 301</b> “Create a dance work with a beginning, development of an idea, and an end that expresses images, ideas, situations, and feelings from the text.”	<b>Relate: Relating Dance and Music: 101/201</b> “Identify and explore (discussion, body percussion, locomotors . . .) the tempo and meter and/or rhythmic structure of various music examples.”
<b>Evaluate: Dance Terminology: 301</b> “After observing a dance, discuss the choreographic strategies being used.”	<b>Evaluate: Personal Interpretation: 305</b> “Observe a dance and discuss differing interpretations and reactions to that dance.”
<b>Examples of Theatre Standards</b> addressed within the above activities - also see the listing of fundamental Theatre Standards:	
<b>Create: Collaboration: 204</b> “Collaborate in informal performances”	<b>Create: Playwriting 104</b> “Create original, brief stories through improvisation that include a story line [and characters].”
<b>Relate: Acting: 102</b> “Describe how place and time affect characters and story in class improvisations . . .”	<b>Relate: Directing: 101</b> “Identify and explain the influence of time and place (history and environment) on the characters and the story to be dramatized.”
<b>Evaluate: Acting: 301:</b> “Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate and insightful to use for further development of the work.”	<b>Evaluate: Playwriting: 102</b> “Recall and evaluate the character’s actions in a class improvisation or performance.”

<b>Strand 3: Writing Applications, Concept 6: Research:</b> research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.	
<b>Kindergarten through High School</b> NOTE: While each grade has specific performance objectives, Strand 3, Concept 6 performance objectives, regardless of grade level, can be explored and supported with the following suggested Artist Teacher Institute Activities:	
Dance Activities	<i>Sequence Patterns: Patterns Taking Shape; Character Pathway Dances: Moving Image With Text, Exploring Text Through Dance</i>
Theatre Activities	<i>Plot Circle, 4 Images; Context Tableaux; Character Tableaux With Movement; Luanne's Auction</i>
<b>Examples of Dance Standards</b> addressed within the above activities and to integrate with research writing activities - also see the listing of fundamental Dance Standards:	
<b>Create: Axial and Locomotor Combinations: 203</b> "Perform more complex combinations which require increased motor memory and coordination."	<b>Create: Time: Rhythm: 103</b> "Demonstrate moving in relation to and coordination with changes in rhythms and meters."
<b>Relate: Using Text to Create Movement: 101</b> "Use movement to express images, ideas, situations, and feelings from text."	<b>Relate: Relating Dance with Other Disciplines: 103:</b> "Identify possible career opportunities in dance."
<b>Evaluate: Dance Terminology: 101</b> "After observing a brief movement study, use dance terminology to identify the movements and/or elements of dance being used."	<b>Evaluate Communicating Meaning: 203</b> "Interpret how the elements of dance and choreographic strategies can be used to communicate meaning in dance."
<b>Examples of Theatre Standards</b> addressed within the above activities and to integrate with research writing activities - also see the listing of fundamental Theatre Standards:	
<b>Create: Playwriting: 103</b> "Improvise by imitating life experiences, knowledge of literature . . ."	<b>Create: Directing: 102</b> "Demonstrate leadership skills in small group work."
<b>Relate: Acting: 305</b> "Research, analyze and present career options in theatre, film and/or other media."	<b>Relate: Acting: 207</b> "Explain how one's own behavior might change in response to a performance (. . . friendship or family relationships)."
<b>Evaluate: Theatre Technology and Design: 309</b> "Assess the different careers and evaluate the probability of personal choice as a professional in theatre . . ."	<b>Evaluate: Playwriting: 304</b> "Identify and explain symbols and deconstruct social and literary illusions in text . . ."